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San Rafael Program - San Rafael, Cal.

The San Rafael More Able Learner Curriculum was geared to a select group of elementary school students. It attempted "to deepen appreciations, attitudes, and understandings through increased knowledge of the arts and sciences, and to develop proficiencies and skills in selected areas in the arts and sciences."

The curriculum offered a unit on fine arts that included art philosophy (application and history), music philosophy (appreciation and history), and architecture. The abstract sciences involved mathematics (history, philosophy, and advanced concepts), and logic (history, systems, methods, and application). The sciences included biology (zoology and botany) and physical sciences (physics and chemistry). Included in the social sciences were anthropology, geography, history, sociology, political sciences (civics), philosophy, ethics, education, and philosophy. The Exploration in Languages offered the science, origin, and history of languages, cultural enrichment, and semantics. Language arts included English, literature, drama, poetry, creative writing, and speaking forms. Offered also were special classes and events like Saturday chemistry seminars and special facilities and materials, like libraries and health services.

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DESCRIPTION OF THE SAN RAFAEL PROGRAM FOR MORE ABLE LEARNERS

JUNE 1962

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San Rafael Elementary Schools

San Rafael, California

June, 1962

DESCRIPTION OF THE SAN RAFAEL PROGRAM FOR MORE ABLE LEARNERS AS PRESCRIBED IN THE CALIFORNIA ADMINISTRATIVE CODE, ARTICLE 23, SPECIALLY EDUCATIONAL PROGRAMS FOR MENTALLY GIFTED MINORS

Compiled by Robert E. Shore

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INTRODUCTION

1957 - 1960 Study Initiation and Recommendations*

In the San Rafael Schools more able learners have always been regarded as a group requiring special opportunities. Changes in population, changes in curriculum, changes in testing programs, and other changes in modern education have made the basic problem of pupil identification and description increasingly complex. The San Rafael Progress Report on the Study of More Able Learners, May, 1960, reiterates the concern of the administrative staff and teachers for the equipping of each child to use the basic skills to the maximum degree of his potential. On the basis of a 1957-1960 review of standardized test data, and of facts from research, and of an evaluation of practices in San Rafael, it was decided by the staffs to increase the amount of attention given to more able learners.

The May 1960 Report states that standardized test data revealed that seven out of ten children in San Rafael were achieving at or above grade level. The data also showed the average performance in San Rafael to be slightly above the comparative national sample in five out of the six skill areas tested. The instructional program in the basic skills seemed to result in higher achievment with high ability students. It was apparent from the data that a better description of more able learners was needed, and that a program should be established that would be commensurate with their needs and abilities.

The review and analysis given in the May 1960 Report went beyond the San Rafael Schools to other districts where the problems of meeting the needs of more able learners were being studied and acted upon. From the study and evaluation of other programs, it was clear that any special program for more able learners in San Rafael must be designed especially for San Rafael (hence, the eventual title "The San Rafael Program for More Able Learners with Multiple Approaches" -- here and after more able learners are also referred to as MAL's). A teacher survey, San Rafael test data, and the reports on research supported the idea of local design.

Early in 1960 the San Rafael staffs moved ahead to plan the following:

1. San Rafael MAL objectives
2. San Rafael MAL program of identification
3. San Rafael MAL program plans and procedures
4. San Rafael MAL record keeping and evaluation

At the completion of the May 1960 Report a special consultant was hired to work with administrators and teachers on a plan of action for the 1960-61 school year. Small committee meetings were held to prepare recommendations for next steps. Recommendations made were:

1. We should start with children with IQ's of 140 and above. There should be definite weekly contacts between the children and the special consultant, and a schedule of conferences with teachers and principals.

* Detailed in the San Rafael Progress Report on the Study of More Able Learners, May, 1960, and available at the San Rafael City Schools Administration Building.

2. We should proceed slowly. We should focus on a pilot program while orienting and involving teachers, parents, and students.

3. We should start direct work with grades 4-6. The consultant should work with the present departmentalized junior high arrangement to facilitate ongoing activities in groups of more able learners.

4. We should set up a program with especially interested principals and teachers. The consultant should do much inservice training with interested teachers.

1960-1962 Study Continuation and Implementation*

With the opening of school in September 1960, a central steering committee from the administrative group was formed to work with the special consultant, and with teachers, on "next steps" as previously outlined in the 1960 Report. The steps were:

1. To refine the specific objectives for meeting the needs of MAL's in San Rafael.

2. To plan and develop the process for identifying MAL's.

3. To involve teachers in the development of a program of multiple approaches.

4. To plan the administration, implementation, and evaluation of such a program.

The above steps were accomplished sufficiently to begin operation in September 1961. The processes and accompanying plans and preparations are described in the Second Annual Progress Report, June, 1961.

During May 1961, orientation meetings were held with the combined faculties of the K-6 schools. The preliminary work done by the steering committee, the principals, and the teachers, was reviewed. Opinions and suggestions from teachers were recorded for implementation.

Following the orientation meetings the faculties met at their own buildings to discuss program organization and implementation at individual schools. The Program Coordinator then helped facilitate tentative teacher-principal commitments at the individual schools for the 1961-62 school year.

*Detailed in the Second Annual Progress Report, June, 1961, and available at the San Rafael City Schools Administration Building.

Purpose of the Program:

The purpose of the San Rafael Program for More Able Learners is to provide a series of unique and appropriate educational opportunities for a select group of students identified under State of California provisions as stated in the California Administrative Code, Article 23, Section 199.11. "Specially Educational Programs for Mentally Gifted Minors", Identification of Mentally Gifted Minors:

> 199.11. Identification of Mentally Gifted Minors. (a) The responsibility for the identification of pupils as mentally gifted minors shall rest with the administrative head of the school district or an employee of the district designated by him. Such identification shall be based upon a study of all available evidence as to a pupil's general intellectual capacity made by a committee consisting of the school principal, a classroom teacher who is familiar with the school work of the pupil, a school psychologist or other pupil personnel worker who is fully qualified to administer and interpret tests of mental ability, and any other person or persons designated by the district employee responsible for making the identification.

(b) Among the items of evidence available concerning the general intellectual capacity of each pupil for whom an excess cost reimbursement is claimed under the provisions of Education Code Section 6425 shall be one of the following:

(1) A score on an individual intelligence test, such as the Revised Stanford-Binet Scale, Form L-M, representing an intelligence quotient of 130 or above, administered by a person credentialed for this purpose by the State Board of Education.

(2) A score at or above the 98th percentile on a group test of mental ability and a score at or above the 98th percentile on a standardized test of reading achievement or arithmetic achievement, each test having been administered within a period of no more than 36 months of the date of identification. Beginning July 1, 1963, the tests used for this purpose must be chosen from a list of tests approved by the State Board of Education under the provisions of Education Code Section 12821.

(3) The judgments of teachers, psychologists, and school administrators and supervisors who are familiar with the demonstrated ability of the minors provided that not more than three (3) per cent of the pupils for whom an excess cost reimbursement is claimed shall be identified on such judgments alone.

(c) The evidence described in paragraph (b) (1) above shall be required for all gifted minors enrolled in kindergarten and in grades 1 through 3. Beginning July 1, 1965, such evidence shall be required for all gifted minors enrolled in grades 4 through 6 except those who may be identified under paragraph (b) (3) above.

Students are also selected under San Rafael Elementary School District provisions as stated in the San Rafael More Able Learner Program Second Annual Progress Report, pp. 7-24, "Process of Identification". (see p. 11 in this Description for reprint.)

The general goals, which pupils are expected to achieve, are described on three levels:

District level

1. To work towards a more able learner program that will encompass children from kindergarten through high school.

2. To plan a program which permits the more able learner to realize his fullest potential.

3. To plan a well-rounded dynamic program which will develop the student in all areas.

4. To involve staff members who are adaptable, flexible, and interested in experimentation in an on-going program.

5. To provide the kind of emotional climate and experiences which will enable more able learners to adjust to change; to meet success, failure, threat, discomfort, and hardship with a positive outlook.

Teacher level

1. To learn more about the needs of the more able learners.

2. To provide, wherever possible, problem-solving type experiences that require depth research.

3. To provide opportunities for more able learners to use or develop their talents and abilities to the end that expertness will result from action as well as theory.

4. To learn to foster more creative and divergent thinking in more able learners.

5. To learn to develop the maturity level of the more able learners so that it is commensurate with their development level.

6. To provide experiences in and out of class which challenge superior ability and foster respect for learning.

7. To keep a complete record of information concerning more able learners.

8. To encourage a feeling of responsibility in more able learners which is commensurate with more able learner ability.

9. To structure the learning situation so that the concept of self is enhanced and recognized. The pupil should see himself as a more able learner with capabilities for better than average performance.

10. To maintain a continuous partnership with parents.

C. Pupil level

1. To exhibit facility in problem-solving which is linked to depth research.

2. To demonstrate a degree of "expertness" which is commensurate with individual potential in uses of talents and abilities.

3. To produce increased evidence of creative and divergent thinking.

4. To exhibit a gain in respect for learning which results from a superior challenge to superior ability.

5. To build a feeling of responsibility which is commensurate with individual ability.

6. To learn to appreciate self from an understanding of self.

7. To gain experience in multiple areas of the arts and sciences.

8. To increase ability to adjust to change; to meet success failure, threat, discomfort, and hardship with a positive outlook.

The degree of achievement of the goals as they are stated at the pupil level is an indication of the effectiveness of the implementation of the goals as they are stated at the teacher level and at the district level. The pupil level is the ultimate behavioral level of operation.

SPECIAL ACTIVITIES

San Rafael Multiple Approaches

Program Types and the MAL Curriculum

San Rafael, in adopting a multiple approach type program, made it possible for individual schools to organize around individual situations. Of the six program types described in the California Administrative Code, Article 23, the following three types are being administered by the San Rafael Schools:

1. Programs in which pupils remain in their regular classrooms, but participate in additional educational activities planned to suit their special abilities and interests, use advanced materials, and/or receive special help, directly or indierectly, through persons other than the regular classroom teacher.

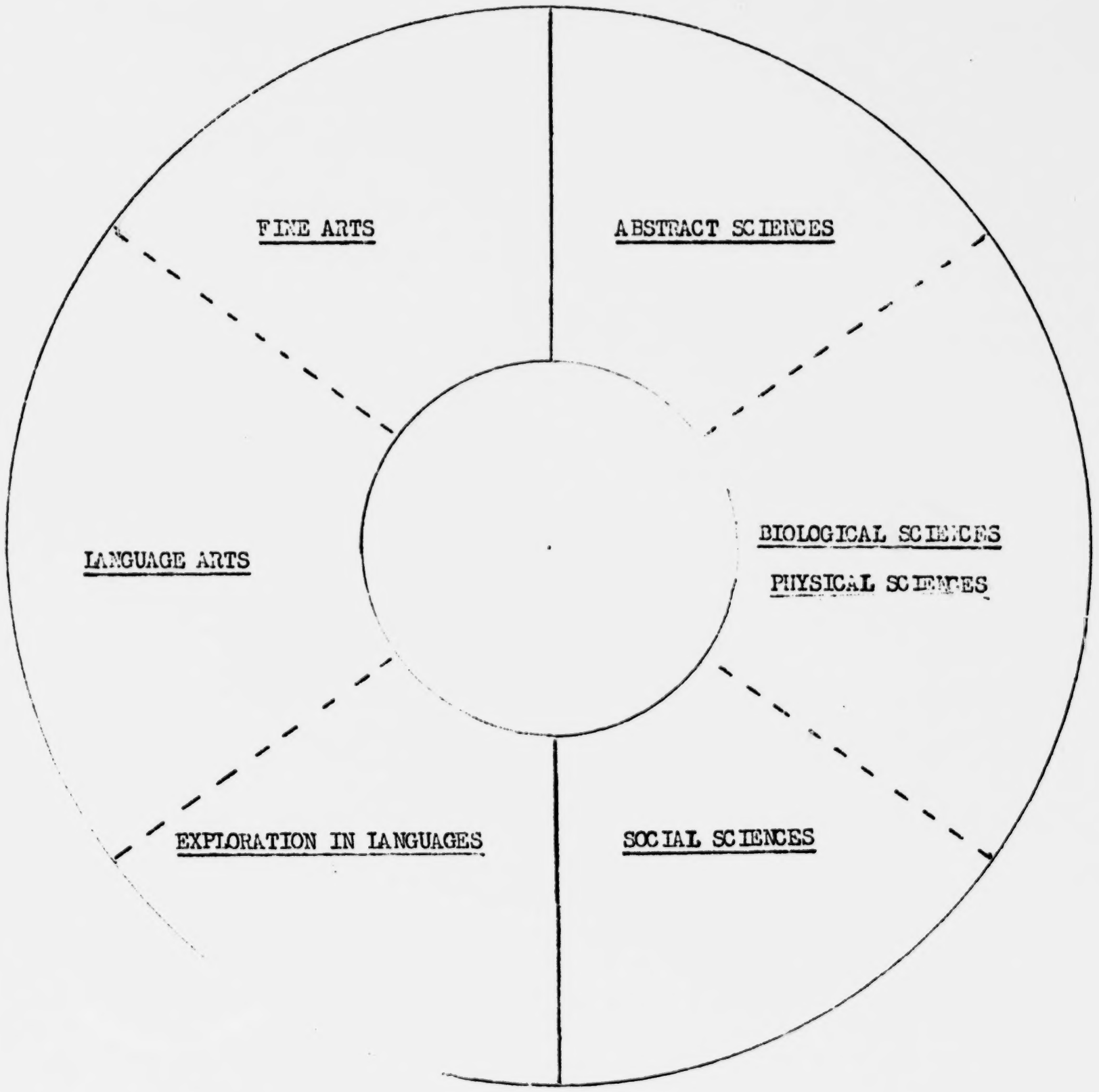
2. Programs in which pupils are placed in grades or classes more advanced than those of their own chronological age group and receive special instruction outside of the regular classroom in order to assist them in handling the advance work.

3. Programs in which special classes are organized to provide advanced or enriched work for pupils with superior mental ability during the regular school year or during a summer session. Such special classes may be in single subjects or may include more than one subject. They may be scheduled for a part or all of a school day.

The diversity of program types is encouraged and guided with a district-wide "circular curriculum" framework known as the San Rafael Curriculum Wheel. The Wheel, which covers the gamut of the arts and sciences, provides group (teacher-pupil, teacher-Coordinator, etc.) freedom in the MAL-centered curriculum planning. At the same time, the Wheel assures variety and serves as a unifying element in program implementation.

A Global View of the Wheel

The San Rafael Curriculum Wheel



By Eve Geiger and Bob Shore
3/61

Districtwide Elements and Local School Implementation of Program Types

In fostering multiple approaches in San Rafael it became necessary to have certain unifying elements which would provide a cohesiveness in the total Program. The elements selected are as follows:

1. Philosophy (See San Rafael Second Annual Progress Report, pp. 2-4.)
2. General Goals
3. Process of Identification
4. Basic Curriculum (The Wheel)
5. Record Keeping
6. Evaluation

These elements represent the "central core" of the Program structure. All buildings are expected to operate with the same philosophy, objectives, process of identification, basic curriculum, record keeping, and evaluation. At the same time, methods of achievement of some of the elements (1, 2, 4, 6 listed above) can differ at the various schools.

Individual school operations can contain one or more of the following plans:

1. Single Teacher Plan (MAL's are not separated from the regular class.)

   Teacher- is responsible for the whole program for each more able learner in his class (with consultant's assistance).

   Time- during the course of the regular school day in a self-contained classroom.

   Place- in the regular classroom.

   Students- are clustered in a heterogeneous group, or in a homogeneous group (perhaps a multi-graded situation).

2. Team Teaching Plan (MAL's may or may not be separated from the regular class.)

   Teachers- work as a team to achieve the goals of the More Able Learner Program. The team would work on a specific area of the Curriculum Wheel at a certain time.

   Time- during the course of the regular school day, and at any other time decided upon by the team. (two to five times a week)

   Place- in various classrooms or in available spaces on and off campus (museum, etc.)

Students- are grouped in various classrooms. The composition of the total classes should be such that there can be pupil exchange for MAL large group orientation, and nonexchange when small group (cluster) discussions are held in various classrooms. Sessions may or may not be multigraded.

3. Single Teacher Proficiency and/or Special Interest Plan (MAL's may or may not be separated from the regular class.)

Teacher- directs a unit of work from the Curriculum Wheel on the basis of teacher proficiency and/or interest.

Time- during the course of the regular school day, and at any other time selected by the teacher and others involved. (two to five times a week)

Place- in various classrooms or in available spaces on and off campus.

Students- are drawn from various classrooms for regularly scheduled sessions. The sessions may be in a classroom where other children are doing other work.

4. Half-day Workshop Plan (MAL's are separated from the regular class.)

Teacher- is relieved of certain duties to plan and prepare half-day sessions with the more able learners.

Time- from two to five half-days a week. A workshop group meeting five half-days a week would have to work with the core program and the Curriculum Wheel, while a workshop meeting twice a week might only work with the Curriculum Wheel.

Place- in the library or some available space on campus.

Students- are drawn from the regular classrooms to make up the workshop group.

In addition: Parents and community resource people will be utilized in achieving the goals of the Program.

Summary

The considerations for the MAL Program at each school are:

1. The job to be done

   1.1 A philosophy to follow
   1.2 Objectives to achieve
   1.3 Identification to carry out
   1.4 Records to keep
   1.5 Evaluation to make

2. The time to do the job

   2.1 During the course of the regular school day
   2.2 Before school
   2.3 After school
   2.4 Saturdays
   2.5 Evenings
   2.6 Summer

3. The people to do the job

   3.1 Teachers (individually, in teams)
   3.2 MAL Coordinator
   3.3 Other Special Services personnel
   3.4 Administrators
   3.5 Interested parents with specific competencies
   3.6 Other competent laymen

4. The place to do the job

   4.1 In the classroom
   4.2 In special rooms
   4.3 Off campus

5. The organization of students for instruction

   5.1 Clusters in heterogeneous classrooms
   5.2 Homogeneous classes
   5.3 Part-time segregation

San Rafael Extended Process of Identification

In establishing an identification process a description of those to be identified was needed. The tentative description that was developed in the early planning stages of the identification process was: A more able learner is a pupil with a potential ability to profit markedly from an increased opportunity to broaden and extend his school learning. This description gave direction in the selection and use of the instruments required in the identification process. The instruments selected are classified and described below (meanings of such terms as intelligence, achievement, convergent thinking, etc. are given on page 13):

Chart of Tests and Scales Used in Screening for More Able Learners

	Test Areas	Tests and Scales
Intellectual Potential:	Ability to absorb and organize information (convergent thinking)	Calif. Mental Maturity S-57 Grades 4, 5, and 6
	Imaginative and expressive ability (divergent thinking)	Ask and Guess - Guess causes and consequences - Circles Test
Achievement:	Total achievement in Reading, Arithmetic, and Language	Calif. Achievement Test, Elem. Level F-W, Grades 4, 5, and 6
	Exceptional Over-achievement in Reading	California Reading F-W Grades 4,5, and 6
	Teacher judgment	Rating Scale "B"

Since standardizations were not available on all the identification instruments, the top ten per cent of the students were selected on each of the five measures. Thus, each measure was equally selective as a screening device. As a result, four hundred and seventeen students were located out of twelve hundred students. These students were grouped and listed in the various combinations of scores obtained. The Steering Committee studied the achievement and ability of these groupings, and decided that a more able learner would have to be in the top ten per cent of his class in one intellectual measure and one achievement measure. The final selections actually resulted in the identification of students with mental ability scores ranking them in the top ten per cent of their grades, and with achievement scores ranking them in the top third of their grades. This achievement ranked students at the 90th percentile and above on National norms. There was now an operational description to replace the tentative description initially used. The chart on the next page is an illustration of the process used to arrive at the final concrete description of a more able learner.

Original Identification Framework
by Charles Perkins

CHART OF THE IDENTIFICATION PROCESS

DEFINITION: (1) A pupil with potential ability to profit markedly from an increased opportunity to broaden and extend his school learning.

PROCEDURE:

1200 Pupils

SCREENING

1. Selection of five measures

   A. Convergent Thinking (Mental Maturity)
   B. Divergent Thinking (Guess Who - Circles)
   C. Achievement (Reading, Arithmetic, Language)
   D. Over-Achievement in Reading
   E. Teacher Rating Scales

2. Testing and processing results for 1200 pupils Grades 4, 5, and 6.

3. Collating and listing scores for pupils scoring in the upper 10% on each measure.

↓

417 Pupils

SELECTION

1. Committee study and selection of the criteria in each grade.

2. Statistical establishment of minimum scores for each criterion group.

3. Re-selection based on minimum scores.

↓

79 Pupils

MORE ABLE LEARNER GROUP

39 - Fourth Grade Pupils
40 - Fifth Grade Pupils
40 - Sixth Grade Pupils

(2) A pupil in the top 10% of his grade in San Rafael Schools on an intellectual measure and in the top one-third of his grade in a measure of academic accomplishment.

By Charles Perkins
4/61

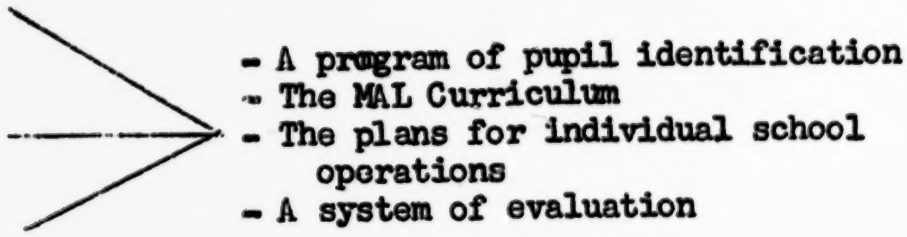
TERMS AND TESTS

Intellectual measures	-	Measures of intellectual functioning on content that has not been intentionally and specifically taught as subject matter.
Convergent thinking	-	Measures of intellectual functioning in which the subject is presented with information intentionally or unintentionally taught which he is expected to use to obtain a pre-determined, specified answer. Conventional tests of mental maturity and achievement are of this type.
Divergent thinking	-	Measures of intellectual functioning in which the subject is presented with a minimum amount of information not specifically taught which he is expected to use to indicate a wide variety of constructive possibilities. The Circles and Guess Who tests are of this type. These tests were devised and used in research studies on creativity at the University of Minnesota.
Achievement	-	Measures of quantity and quality of academic learning material that has been assumed to be specifically and intentionally taught in school. The usual standardized achievement tests are of this type.
Over-achievement in Reading	-	A statistical estimate of two standard deviations above anticipated achievement. Anticipated achievement was based upon California Test Bureau scales in which chronological age, years in school, and mental age, were utilized to establish performance expectancies for pupils of varying ability.
Teacher rating	-	Teacher judgment of pupil on a set number of characteristics. The items in the rating scale were those that most nearly differentiated Terman's gifted pupils from his control group.

By Charles Porkins

Role of the San Rafael MAL Coordinator

The MAL Coordinator in San Rafael works with teachers and administrators to do the following:


1. To develop
2. To administer
3. To interpret
- A program of pupil identification
- The MAL Curriculum
- The plans for individual school operations
- A system of evaluation

The Coordinator is the unifying agent who oversees the day to day development of the above elements, in practice as well as theory. The Coordinator's chief goal is a total program which is effective and consistent. The District MAL philosophy and objectives serve as guides to this end.

In doing the above, the Coordinator spends his time:

1. Working with teachers (individually, and in groups) to plan for student activity.
2. Writing suggested units and suggested activities.
3. Supervising student work.
4. Gathering equipment, materials, and books, and expediting their circulation.
5. Contacting, and making available, experts and sources to aid in the Program.
6. Taking part in some MAL instruction.
7. Working on evaluation at the individual pupil level, and at the District level.
8. Planning a teacher in-service training program.
9. Preparing and presenting progress reports.
10. Interpreting the Program to professional and lay groups.
11. Reviewing the new literature.
12. Planning and utilizing an MAL Program budget.
13. Working as an active member of the Steering Committee.
14. Instigating MAL activities.
15. Conferring with principals and Special Services personnel.

San Rafael MAL Curriculum in the Classroom

An Overview of the San Rafael MAL Curriculum

The San Rafael MAL Curriculum has been designed to offer the more able learner an opportunity to extend his learning through a well-planned program of student-centered exploration and experimentation. The Curriculum is meant to do the following:

a. To deepen appreciations, attitudes, and understandings through increased knowledge of the arts and sciences.

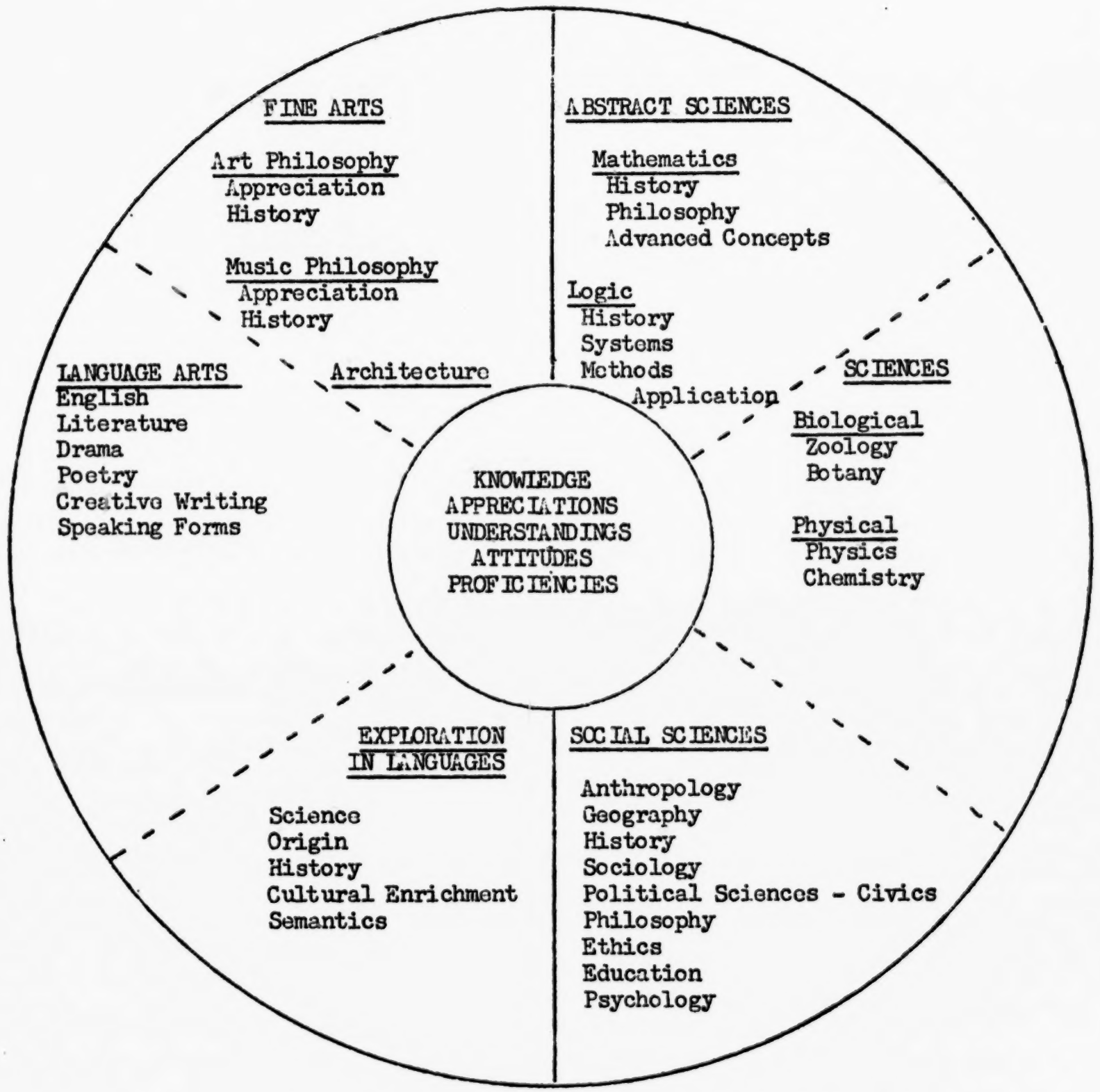
b. To develop proficiencies and skills in selected areas in the arts and sciences.

The Curriculum Guide, based upon the Curriculum Wheel, is intended to serve as a framework for teachers, and is kept as flexible as possible, keeping in mind at all times the specific objectives of the Program. Each area may be taught in isolation or correlated with one or more of the other areas of the Wheel, as ideas emerge for study unit suggestions both on a teacher and teacher-student planning level. An inductive approach to education is a prime requisite in attempting to realize the aims and objectives of the Program.

No student will be expected to cover every sub-area on the Wheel, but rather to work in some phase of each major area during his years in grades four through six. The sequence of areas studied will depend upon the past experiences and present needs of the student, as well as on the proficiencies of available teachers.

The San Rafael Curriculum Wheel

(Areas of Study for the More Able Learner)



To assure, to some degree, the well-balanced development of the more able learner, it is suggested that students cover each of these areas at the rate of at least two per year - Grades 4-6. The order in which the areas are covered will depend on the past experiences and present needs of the student and proficiencies of available teachers.

By Eve Geiger and Bob Shore
3/61

San Rafael Curriculum Wheel Topics

ABSTRACT SCIENCE

Mathematics

Use an approach which provides for daily extensions in the regular arithmetic and mathematics program. Provide for the introduction of new ideas and concepts as they are taught in the field of mathematics today.

Topics:

- History
- Philosophy
- Advanced concepts
- Extended activities
  - Abacus
  - Number systems
  - Drawing to scale
  - Use of slide rule
  - Ratios
  - Sets
  - Number line
  - Equations
  - Problem solving

Logic

Topics:

- History
- Systems
- Methods
- Application

Provide an opportunity for the student to discover and apply the principles of induction and deduction.

PHYSICAL AND NATURAL SCIENCE

Place an emphasis on the scientific method as a way of solving problems. Encourage independent study and research.

SOCIAL SCIENCES

This area could be approached through correlated study with the other areas of the Curriculum Wheel or used in independent units. The sub-areas could be considered as departure points from the regular social studies curriculum.

(Example: Early California Explorers - History of map making
South America - Study of the ethnic groups in Latin America
Contributions of various cultures to California)

Such studies should be conducted at an advanced level in terms, tools, and techniques.

EXPLORATION IN LANGUAGES

Topics:

History
- Origins
- Growth
- Group

Philology
- Etymology
- Semasiology (semantics)

Languages of the World

LANGUAGE ARTS

Topics:

English

Reading
- Literature
- Drama
- Poetry

Writing (creative)
- Plays
- Short story
- Novelette
- Poetry
- Essays
- Monologue

Word Studies

Research Skills

Speaking

Speeches
Debates
Panel discussions
Round table discussions
Group dynamics

FINE ARTS

Topics:

Art

Philosophy
History
Appreciation
Schools of painting
General art forms
Painting
Sculpture
Ceramics
Decorative arts
Crafts

Music

History
Music drama (Opera, Comedy)
Folk music
Jazz
Symphony
Religious music
Ballet
Functions of music
Appreciation

Architecture

History
Construction
Types
Forms and Decoration
Noted Architects

San Rafael Criteria for MAL Activities

The regular classroom teacher, the MAL Coordinator, and other personnel cooperatively attempt to advance the mental, emotional, and social growth of the more able students by planning and providing activities which are commensurate with MAL abilities. In doing so, the following criteria are used:

1. Is the activity problem-centered?

2. Is there any "chaff" in the activity? (Is it busy work? Is it something many non-MAL's can do?)

3. Does the activity provide for attitudes and appreciations?

4. Is the scientific method involved?

5. Is the activity student-centered and inductive? (Is there a chance for discovery on the part of the student?)

6. Are there any opportunities for critical thinking? (Is there a chance for decision-making, and for judgments which are factual or inferential?)

7. Are there any opportunities for creative thinking? (Are students asked to present facts and ideas in multiple ways other than those used commonly in the classroom? Are they encouraged to communicate data through symbols per se, through sounds, and through the combined senses? Do students create their own diagrams, debates, demonstrations, and dissections?)

8. Are there any high-level "why" questions? ("How" questions are also high-level questions.)

9. Does the activity involve chronology?

10. Are there any possibilities for increasing the student's world view?

11. Does the activity help a student to understand himself?

12. Is the activity horizontal? (Does it extend to the right and/or to the left of basic or core material?)

13. Is the activity vertical? (Is it advanced and directed toward higher levels?)

14. Are there any opportunities for inventiveness and originality?

15. Are there any possibilities for abstraction? (Do you ask for the product of 9 X 6 by one method or by 23 methods?)

16. Does the activity provide for differentiation of instruction?

17. Will the activity inspire the underachiever?

18. Do the techniques and ideas in the activity have transfer possibilities? (Are the techniques and ideas appropriate for social studies only, or can they be used in other subjects or other situations?)

Listing of MAL Special Activity Titles by Schools

School & Grade	No. of Classes with MAL's	October-December	January-March	April-June
MacPhail				
Grade 4	2		Creative writing	Science projects
Grade 5	1	Special literature: Pathfinder	Completed literature Creative writing Special arithmetic Artists series	 Science projects Special arithmetic Artists series
Grade 6	2	Esperanto Debating Arithmetic acceleration Motors	Esperanto Debating Arithmetic acceleration Motors Astronomy Science projects	Esperanto Debating Arithmetic acceleration Geometry Astronomy Science projects
Gallinas				
Grade 4	1		Science projects Special arithmetic Microscope Study Composers	Science projects Special arithmetic
Grade 5	1	"Die Meistersingers" production Special literature: Adam of the Road Men of Iron	Special arithmetic Special reading Science projects Special social studies	 Special reading Science projects
Grade 6	1	Same as Grade 5	Same as Grade 5	Same as Grade 5 Plus: Mythology: "Orpheus in the Underworld"
Hartzell				
Grade 4	2		Biographies of famous people Special literature: Shakespeare Special arithmetic Scale drawing	Biographies of famous people Special literature: Shakespeare Special arithmetic

School & Grade	No. of Classes with MAL's	October-December	January-March	April-June
Hartzell (Contd.)				
Grade 5	1	Creative writing Science projects Special arithmetic	Creative writing Science projects	
Grade 6	2	Practical English Magazine Historical research Science projects Special spelling Special arithmetic Special literature: London's collection of short stories Wrote original plays (social studies and Christmas)	Practical English Magazine Historical research Science projects Special spelling Special arithmetic Special literature: Kipling's Jungle Books Essay writing: "Why We Salute the American Flag"	Practical English Magazine Historical research Science projects Special spelling Special arithmetic Special literature: Kipling's Jungle Books
Sun Valley				
Grade 4	1		Science projects Social studies projects Special arithmetic	Science projects Social studies projects Special arithmetic
Grade 5	1			
Grade 6	1	Bacteriology	Bacteriology Science: Pumps	
West End				
Grade 4	1		Special spelling Special arithmetic Rocket study Special literature: J. London	Special spelling Special arithmetic Rocket study Special literature: J. London
Grade 5	1	Journalism	Journalism Science projects Rocket study Social studies project	Science projects Rocket study
Grade 6	1		Special arithmetic Science projects Rocket study	Special arithmetic Science projects Rocket study Conservation of Wildlife Art mural

School & Grade	No. of Classes with MAL's	October-December	January-March	April-June
Coleman				
Grade 4	1		Creative writing	
Grade 5	1			
Grade 6	2	Creative writing Special arithmetic Practical English Magazine Spanish Special soc.studies Drama Special literature	Creative writing Special arithmetic Practical English Magazine Spanish Slide rule Drama Special literature Science projects	Special arithmetic Practical English Magazine Spanish Slide rule Science projects
San Pedro				
Grade 4	1	Special arithmetic Spanish Botany Weather Special reports and stories	Special arithmetic Spanish Science projects Creative writing Special reports and stories	Special arithmetic Spanish Science projects Special reading Special reports and stories Special literature: Shakespeare
Grade 5	2	Special literature: Two Years Before the Mast	Special literature: completed Special arithmetic Geometry Science projects "Magic Flute" opera	Special arithmetic Geometry Science projects "Magic Flute" opera
Grade 6	1	Anthropology Special arithmetic Practical English Magazine		Debate Science projects

School & Grade	No. of Classes with MAL's	October-December	January-March	April-June
Laurel Dell Intermediate				
Grade 4	1	UN study Scale drawing	Special arithmetic Science projects	
Grade 5	1		Creative writing Special arithmetic Special spelling Instruction in use of encyclopedia	Creative writing Special arithmetic Special spelling "Magic Flute" opera
Grade 6	1		Special arithmetic	Special arithmetic
Short				
Grade 4	1		Science projects Special reading: Magic Carpet	Science projects

Description of MAL Special Activities

Grades 4-6

ABSTRACT SCIENCE

1. Mathematics (and arithmetic as a field of mathematics)

1.1 Some teachers have used the Scott-Foresman Study Arithmetics in grades four to six. The Study Arithmetics, which are self-help word problem books, were used one to two hours a week.

1.2 Teachers developed the following extension studies: (1) Study of the abacus: Various types of abacuses were used. Abacus Arithmetic provided abacus activities. (2) Study of other number systems: Base five, base two and other bases were learned. The history of numbers, and computer arithmetic were two areas studied. (3) Drawing to scale: Students drew the Solar System, house plans, maps, and special pictures to scale. (4) Use of the slide rule: A group of five sixth grade students learned to use the slide rule in sessions held twice a week. Obtaining general estimates and checking long calculations were their main activities. Another group studied slide rule theory. (5) Study of ratios, study of sets, and the study of new equations were undertaken in several groups using the Scott-Foresman Seeing Through Arithmetics and other books.

1.3 Recreational mathematics booklets were widely used with MAL's. The Webster Series of St. Louis, and the Row, Peterson Enrichment Series were the most useful Activities included solving magic squares, circles, and puzzles, learning number tricks, games, and short-cuts, and studying number patterns, measurement, and computers.

1.4 The Hawley-Suppes geometry books, and a geometry construction kit were sources of experiences for MAL's. Geometry experiences included practice in the use of a straightedge, compass, and protractor. Students measured angles and arcs, and analyzed geometric figures. Striving for precision was a major goal.

1.5 In some classes MAL's were permitted to work through the regular arithmetic program at an accelerated pace.

1.6 The Trachtenberg Mathematics was a book widely used by teachers to provide extensions in arithmetic.

BIOLOGICAL AND PHYSICAL SCIENCE

1. Biology

1.1 MAL's worked on individual science projects in zoology and botany. The projects utilized the scientific method taught as a problem-solving technique. The projects took from two to eight weeks to complete, culminating in a creative display. Laboratory manuals

and record keeping were primary items in the projects. Balance scales using the metric system, special laboratory glassware and apparatus, and a whole list of special advanced materials were made available.

1.2 Three students in one sixth grade studied bacteriology. They dealt with the survival of bacteria, immunization, use of the microscope, and they undertook a series of experiments. Highlight of the unit was a field trip to the Ft. Baker Bacteriology Laboratory.

2. Physics and Chemistry

2.1 Individual projects in physics and chemistry were completed by MAL's. The use of the scientific method was emphasized. Special laboratory equipment, special books, and special chemicals were made available to MAL's. Record keeping and display techniques were also taught.

2.2 A special Saturday chemistry seminar series was held for thirty MAL's. Details of the series are discussed under <u>Special Classes and Events</u>, page 33 of this Report.

2.3 A group of sixth grade students studied a unit in astronomy. The chief source for the unit was a publication entitled "Charting the Universe" sponsored by the National Science Foundation.

2.4 A group of fourth grade students spent fifteen weeks on a rocketry unit. The students learned some of the chemistry of rocketry, and they built a rocket. They did research on the lives of famous rocket scientists. Student work and unit activities were exhibited at Hamilton Air Force Base on Armed Forces Day. The principles of rocket propulsion were major emphases in the unit.

<u>SOCIAL SCIENCES</u>

1. Anthropology

1.1 A group of sixth grade MAL's worked for six weeks on this topic. A large collection of books, including some of Margaret Mead's books, was provided by the Coordinator. Students did research on individual problems, and presented their findings in special taped creative recordings, in charts and illustrations, and in talks.

2. History and Geography Research

2.1 A frequent MAL activity was history and geography research. Many students were introduced to new encyclopedias, the <u>Reader's Guide to Periodical Literature</u>, newspaper sources, various agencies, special book collections, and numerous other sources of information. Several groups had special instruction from an encyclopedia company representative. MAL's were given special instruction in presenting their research in such forms as original games, original charts, original plays, and original stories. An attempt was made to have students go beyond the usual "notebook" or "report".

3. United Nations Study

3.1 A group of fourth grade students spent six weeks studying the UN. The study was problem-centered, involving such questions as: (1) How many countries settle the problem of a country with a problem to settle? (2) What does the UN think about the cartoons which are printed to criticize the UN? (These questions were phrased by students.) Students kept a record of their findings and presented the results in scrapbooks, and with tape recordings. Models of the UN were also made.

EXPLORATION IN LANGUAGES

1. Esperanto

1.1 MAL's in one sixth grade class studied Esperanto for twelve weeks. At least two hours per week were spent on the unit. Students worked on the rules of grammar, and participated in speaking, writing, and reading activities. The science of languages and language origins were also studied. Special Esperanto books were purchased for the group, and an Esperantist visited the class. The unit was culminated with an original Esperanto skit.

2. Spanish and French

2.1 MAL's in a number of schools studied Spanish or French. Students developed reading skills, speaking skills, and writing skills. Teachers used TV instruction regularly. Students wrote and produced original skits and plays.

LANGUAGE ARTS

1. English

1.1 A number of MAL groups in grade six used Practical English Magazine, a weekly magazine from the Scholastic Publishers. The publication is a source of grammar enrichment, creative writing activities, letter writing skills, and other language arts.

2. Literature

2.1 A non-recreational reading program, which is cultural and academic, has been a frequent program selection for MAL's. Such books as The Pathfinder, Call of the Wild and Other Stories, Jungle Books, and Two Years Before the Mast have been read by the participating students. Book units last from six to twelve weeks and offer a guided introduction to a wider world of literature. Comprehension, vocabulary, chronology, and contemporary history are some of the items emphasized. Book selections are often linked to the social studies program. Analyses, philosophic discussions, dictionary work, and academic side trips are in the planned seatwork. Such books as Adam of the Road, Men of Iron, Magic Carpet, and certain mythology books are read in an interpretive and exploratory manner. Study of writing styles, study of character development, and the preparation of adaptations are other seatwork activities.

2.2 Several MAL groups in grades five and six participated in special reading classes using readers from the basic reading program. Special creative activities were planned around story interpretations, word studies, and story analyses.

3. Drama

3.1 Sources for MAL drama activities have been (1) special student-prepared book adaptations, (2) student adaptations of operas ("Die Meistersingers"; "Orpheus in the Underworld"), and (3) original student plays ("Trial of Abe Lincoln"). Minimum-prop live stage settings, and tape recordings were means of presentation.

4. Creative Writing

4.1 MAL's have written original plays, skits, short stories, essays, and poems. The writing involved special research for background material, settings, plot development, and conclusions. Experiments with words were frequent. One MAL won a Scholastic Magazine National creative writing contest certificate of merit for a short story entitled "The Third Searcher". Other MAL's won special recognition in a Marin County essay contest using the topic "Why We Salute the American Flag".

4.2 A group of fourth grade students wrote and illustrated fantasy short stories for six weeks. The group met with a special teacher several times a week before the noon hour.

4.3 Six fifth grade MAL's directed the production of one issue of a school newspaper after a four-week MAL journalism unit. The MAL editors interviewed people for news stories, arranged for advertising, wrote editorials and other articles in newspaper style, and directed the layout and mechanics of the newspaper.

4.4 This year a number of teachers have been providing special spelling and vocabulary lists for MAL's. An attempt has been made to upgrade weekly spelling activities.

5. Debate

5.1 A popular fifth and sixth grade activity has been formal competitive status quo debate. MAL's prepared for two weeks before the debate. Use of research skills, communication skills, and multiple sources, as well as acknowledgement of different points of view and the development of creative imagination are all encouraged in debate activities.

FINE ARTS

1. Famous Artists

1.1 In an artists series fifth grade MAL's studied many prints and films. Artists' lives were studied and discussed. Famous works of the art were analyzed for content and technique. Students reported on contemporary history. A culminating activity was a trip to The California Palace of the Legion of Honor in San Francisco.

2. Social Studies Mural

2.1 A sixth grade MAL directed the planning of art activities for a class studying the Amazon Rain Forest. One successful result was an unusual rain forest mural.

3. Music

3.1 A combination fifth and sixth grade group studies "Die Meistersingers". The MAL's led the planning and directing of the study which included original songs and music, advanced reading in history, creative symbols and the guilds, and discussions of the guilds. Students visited Grace Cathedral and de Young Museum in San Francisco to study Gothic architecture and tapestry. A student production culminated the unit.

3.2 A group of sixth grade MAL's participated in the production of an original version of "Orpheus in the Underworld". The production required a Greek chorus, special choreography, special scenery, and programs.

3.3 Fourth grade MAL's led classroom groups in a music appreciation unit dealing with famous composers, their lives and their works.

Description of MAL Special Activities

Grades 7 and 8

Santa Venetia Junior High School

At Santa Venetia Junior High School students are grouped according to ability in a departmentalized program. The MAL's are clustered in the high ability classes where an advanced program in the arts and sciences is offered. The high ability classes proceed at a rate which is more accelerated than that of the other groups. In a team teaching approach the various departments plan units together, and combine disciplines to achieve mutual goals. Within this framework MAL's are given special opportunities to reach their potential. The major 1961-62 MAL activities at Santa Venetia are described below.

Language Arts Department

1. In individual research papers dealing with the lives of authors, mathematics, and the Latin language, nine MAL's in grade eight spent four to six hours a week preparing data for presentation. Each of the units covered about a semester. Students gave speeches and participated in debates. Small round-table discussion groups developed ideas to facilitate research techniques.

2. In a cooperative program between English and science classes, three MAL's in grade seven studied the electromagnetic spectrum. After lengthy preparation, panel presentations were held for audiences in grades five through eight. The MAL's were highly successful in this activity.

3. In an individual reading and study project, five MAL's in grade eight spent six hours a week, from October to May, studying the Life of Sophocles, Plato's Republic, Gulliver's Travels, and The Proverbs. Students prepared special papers and presented reports to the class. Philosophical interpretation was paramount. A Marin Junior College instructor helped evaluate the results.

Science Department

1. The Science Department gave MAL's an opportunity to do individual science research. Individuals spent four to eight weeks researching such topics as The Conquest of Space, Structure of the Atom, Origin of Life, Ecological Relationships of Plant and Animals in One Square Yard, and Study Skins and Taxidermy. Special books, materials, and equipment were made available to these students. Experts and other resource people were contacted to aid in the program.

2. One MAL in grade eight was accepted at the weekly Lux Laboratory of Biochemistry at Galileo High School in San Francisco. This was possible through the efforts of the MAL Coordinator and a Santa Venetia science teacher. The student has attended all year.

3. Ten seventh and eighth grade MAL's attended the Saturday chemistry seminars at the E Street Curriculum Center. The details are described in this Report under Special Classes and Events (see page 33).

Davidson Junior High School

At Davidson Junior High School students are grouped according to ability in a departmentalized program. The MAL's are clustered in the high ability classes where an advanced program of arts and sciences is offered. The various departments provide special opportunities for MAL's within the high ability classes. The year's activities are described below.

Language Arts Department

1. Seventh grade MAL's in the English and composition classes spent two hours a week from September to June doing grammar and writing exercises using tenth grade materials. Students received special help in library research. Some of the writing results were submitted to a National writers' contest, and to a Humane Society contest. In addition to doing grammar and writing, MAL's were encouraged to do experimental reading in the classics, and in other great books.

2. An Extended Study class in speech and debate offered special opportunities to MAL's enrolled. Students made wide use of the Reader's Guide to Periodical Literature. The Manchester Guardian, the Wall Street Journal, Nation, Reporter, were some of the sources used in debate and speech preparation. The type of debate was formal competitive status quo debate. The class met four times a week from October to June.

3. MAL's in three high ability classes had advanced opportunities in research and writing skills, and in spelling. Groups met all year.

Science Department

1. Ten seventh and eighth grade MAL's attended the Saturday chemistry seminars at the E Street Curriculum Center. The details are described in this Report under Special Classes and Events (see page 33). One of the Davidson science teachers, who attended the chemistry seminars regularly, extended the seminar activity into his weekly science classes involving MAL's.

2. Advanced science classes were conducted for seventh and eighth grade students from October to June. The classes used an individual project approach. Students did written research and collected the necessary materials for project development, maintenance, and completion. Sessions were held four periods a week.

3. Second semester eighth grade high ability classes with MAL's met five times a week. Demonstrations and other extensions from the Radiation Class Series and the Chemistry Class Series were presented in these classes. Much ninth grade general science material was used. Individual research was emphasized, and written and oral reports were given. Students did special reading in scientific literature. Reading and written work were graded by both the English teacher and the science teacher.

4. First semester seventh grade high ability classes with MAL's met five times a week. Much of the material used was close to ninth grade level in general science. Students did much research and presented their studies in creative exhibits. Record keeping was emphasized. Advanced supplementary reading material was used.

Mathematics Department

1. MAL's in three high ability classes had advanced opportunities in geometry, algebraic concepts, and slide rule theory. The SMSG materials were used in these classes. Groups met all year.

San Rafael Special Classes and Events

1. Special Saturday Chemistry Seminars for thirty (30) more able learners in grades 5-8.

   A series of Saturday morning chemistry seminars was held at the E Street Curriculum Center from March 10, 1962, to May 7, 1962. The theme of the series was "The role of energy in chemical and physical changes". Students were selected on the basis of an unusual interest in physical science (especially chemistry), and on the basis of superior general achievement, and teacher recommendation. Each seminar included one hour of lecture and demonstration, one hour of laboratory session, and one hour of summary and discussion. Seminar topics were: The Three States of Matter, Liquids and Solutions, Gases, Solids and Crystal Structure, and Energy and Energy Transformations. The instructors were three senior research chemists (all Ph.D.'s) from the California Research Corporation in Richmond, California, two outstanding high school science teachers from San Anselmo, California, and a San Rafael mother who is a graduate of Purdue University. The instructors contributed their time free of charge. Four San Rafael High School seniors acted as laboratory assistants.

2. Special Meet-the-Author sessions for MAL's in all schools, grades 4-6. In some schools the visiting authors met with primary classes.

   A series of Meet-the-Author sessions was sponsored by the San Rafael Elementary Library Department for MAL's. Two to three weeks before an author's appearance, the Elementary Librarian circulated the writer's books. Following this the Librarian reviewed the books with the students and held discussions on "What to Ask the Author". Teachers and students read the books and prepared to interview the author. Participating authors were: Edith and Clement Hurd (Far Away Christmas and other books), Lillian Pohlmann (Myrtle Albertina's Secret and other books), Rosalie and Bill Brown (Big Rig and other books), and Glenn Dines (Long Knife and other books).

3. Special Meet-the-Muscian sessions for MAL's in all schools, grades 4-8.

   MAL's and classmates in two junior high schools heard a presentation by Mr. Phillip Elwood, jazz historian. Mr. Elwood is an East Bay high school history teacher, and the director of jazz programming for KPFA, a Berkeley radio station. Mr. Elwood lectured and demonstrated with his private collection of records in a number of one-hour sessions. The students participating had varying degrees of classroom preparation on the history of jazz prior to the Elwood series. Other series planned will include talented high school musicians and professionals who will appear in the classrooms to perform before and be interviewed by MAL's.

4. Special Nuclear Physics and Radiation Seminars for twenty (20) more able learners in grades seven and eight at Davidson Junior High School.

From November to June a select group of seventh and eighth grade MAL's met every Thursday after school for one and one-half hours. The group received an advanced introduction in nuclear physics, with an emphasis on radiation. The Seminars, which were conducted at a high school level, involved lectures and demonstrations by experts in the field. Students developed individual and small group projects applying or illustrating the principles learned. The instructors were all Ph.D.'s from the California Research Corporation in Richmond, California. Very highly specialized equipment and materials were supplied by the cooperating company.

5. Special Meet-the-Editor Sessions were held in several fifth grade classes where MAL editors were directing newspaper activities. The visiting editors were seniors from San Rafael High School. The seniors described the mechanics and preparations involved in publishing their paper The Red and White. There was an opportunity for questions and an exchange of ideas during the sessions.

6. Preparations were made for a Meet-the-Cartoonist session which was to be held at the E Street Center in May. The visiting expert was to have been Mr. George Lichty of the San Francisco Chronicle, and creator of the famous cartoon strip "Grin and Bear It". Sixty (60) MAL's in grades four to eight in all schools prepared cartoons and did some special reading for the event. Due to illness Mr. Lichty could not appear, and the session had to be cancelled. Another date is being selected for early next year.

SPECIAL FACILITIES AND MATERIALS

San Rafael Special MAL Facilities

1. School Libraries

   The libraries in the K-6 schools are used regularly by the MAL's, the MAL Coordinator, and by the teachers in the Program. Besides being used for the usual library services, the libraries are also used as meeting places for special seminar groups, and for consultation. The junior high school and high school libraries are used frequently for MAL research activities, and for other library needs.

2. E Street Curriculum Center

   The old E Street School, which now houses Special Services personnel and is the District Curriculum Center, is also used for special MAL activities. The Saturday seminars with all their materials and equipment were located here. MAL's are bussed to the Center to hear guest lecturers. The MAL Program office and central supply room are in the Center.

3. Special School Corners

   In some schools special corners are allocated for MAL activity. The areas contain storage cabinets and special tables and chairs which are used by MAL's during periods of freedom from regular class assignments. The corners are located in classrooms and corridors.

4. Health Services Facilities

   The Department of Health Services makes consultation space available to MAL groups upon request. School nurses counsel Program students on ear and eye tests and some other physiological problems in MAL science activity.

5. Lux Laboratory of Biochemistry at Galileo High School in San Francisco

   To date we have placed one student in the special program in biochemistry at Galileo High School. The student uses the Lux facilities weekly.

San Rafael Special MAL Materials

1. Purchased

   1.1 Science

   a. Large list of chemicals
   b. Science experiment packets
   c. Radio equipment
   d. Enough standard supplies for 2 small science laboratories
   e. Audubon nature materials

   1.2 Mathematics

   a. New texts: Scott, Foresman STA
   b. Recreational mathematics books: Webster Series, Row-Peterson Series
   c. Geometry manuals and student workbooks: Suppes and Hawley
   d. Geometry construction kit
   e. Trachtenberg Mathematics
   f. Abacus Arithmetic

   1.3 English

   a. Subscriptions to Practical English Magazine
   b. Creative writing books: They All Want To Write; Helping Children Write
   c. 20 Merriam-Webster Collegiate Dictionaries

   1.4 Foreign Language

   a. Esperanto instruction books
   b. Spanish and French record albums

   1.5 Reading

   a. Liberal number of titles of paperback books: Two Years Before The Mast, Call of the Wild and Other Stories, Jungle Books, The Pathfinder
   b. Set of junior high school anthologies for use in grade 6

   1.6 Music

   a. A complete recording of the "Magic Flute" by Mozart

2. Borrowed (from within the district)

   2.1 Frequent use of science equipment and materials borrowed from two San Rafael high schools, and two junior high schools.

   2.2 Frequent use of research source books and periodicals borrowed from two San Rafael high school libraries.

3. Reactivated (from district book storage)

   3.1 Scott, Foresman Study Arithmetics

   3.2 Small set of unused difficult basic readers: Firelight Book, High Road to Glory

EVALUATION

San Rafael Purpose and Plan of Evaluation

The purpose of the San Rafael MAL Program evaluation is to make a yearly attempt to assess pupil growth in terms of MAL goals. Evaluation results will be quantitative and qualitative. The results will be used to give direction in the planning for the new year. The General Record (see page 38) was developed to provide data for evaluation purposes. The Record is actually a case history file which includes the following:

1. A record of pupil participation over a three-year period (curriculum experiences).
2. A record of pupil awards, travel, hobbies, interests, talents, and family data.
3. A record of test information.
4. A record of health information.
5. A record of pupil evaluation of the program.
6. A record of parent evaluation of the program.
7. A record of teacher evaluation of the program.
8. A record of general school achievement.

Some evaluation instruments being used are:

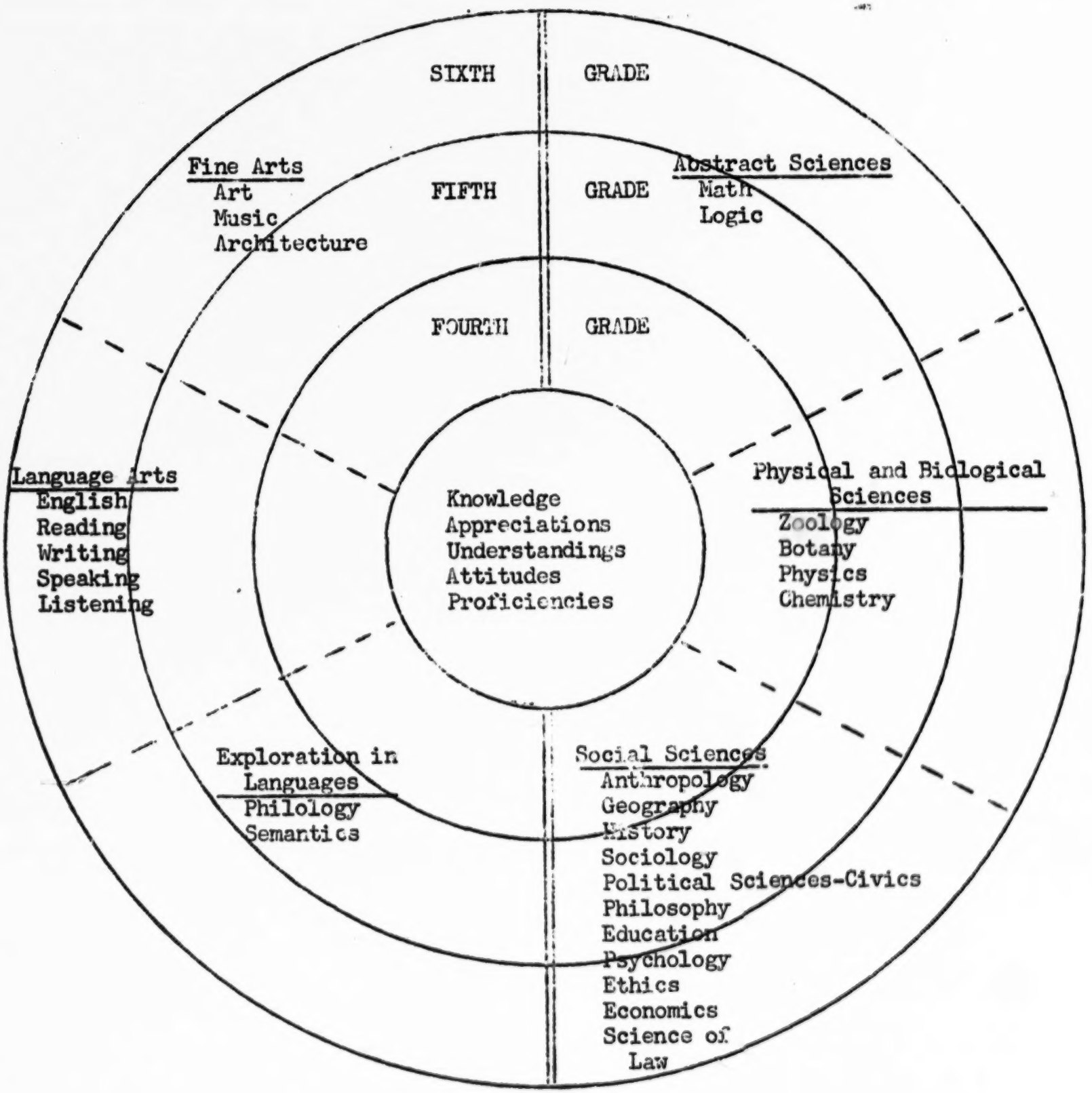
1. Inventories
2. Questionnaires
3. Standardized tests
4. Numerous scales
5. Student work samples
6. Interviews

San Rafael [illegible] Schools
San Rafael, California

MORE ABLE LEARNER GENERAL RECORD
Areas of Experience

Name _____

MAL Emphases---------- (Green)
Regular Class Emphases--- (Blue)
Special Activities------- (Orange)



General Information

Name _____

Address _____

Phone _____

Birth Date _____

Parents or Gdn. _____

Father's Occupation _____

Mother's Occupation _____

Brothers:

_____

_____

Birth dates _____

_____

Sisters:

_____

_____

Birth dates _____

_____

Family education (state highest grade or level) _____

_____

_____

Family interests (hobbies, etc.) _____

_____

_____

Former educational experiences (other schools and programs) _____

_____

_____

Pupil interests and hobbies _____

_____

_____

_____

Pupil talents (Music, etc.) _____

_____

_____

_____

_____

Extra-curricular activities _____

_____

_____

_____

_____

Offices and awards _____

_____

_____

_____

Travel - other experiences _____

_____

_____

_____

Bases for involvement _____

_____

_____

_____

A.
TEST INFORMATION

Grade	1	2	3	4	5	6	7	8
Test								
Date								
Reading								
Arithmetic								
Lang. Arts								
Test								
Total I.Q.								
Lang. I.Q.								
N-Lang. IQ								

Stanford-B.	Wech.	Other
A.	Verb I.Q.	C.A.
A.	Per. I.Q.	M.A.
Q.	Full S.I.Q.	I.Q.
Date	Date	Date

C.
OTHER TESTS

B.
AREAS OF EXCELLENCE

	4	5	6	7	8
Art					
Music					
Science					
Creative Writing					
Spelling					
Reading					
Arithmetic					
Social Studies					
Other					

GRADES	4	5	6	7	8
G.P.A.					
Best Subject					
Poorest Subject					

D.
EVALUATION FORMS (Check when received and attach.)

	4	5	6
Parent			
Pupil			
Teacher			

E.
HEALTH DATA

DATE	GRADE	AGE	HT.	WT.	ALERT 1-2-3-4	ENERGY 1-2-3-4	APPEAR. 1-2-3-4	LIMITATIONS

COMMENTS

RECOMMENDATION

CURRICULUM EXPERIENCES

F. Experiences and activities in which the student has participated (Include area of emphasis, date and amount of time spent on each)

GRADE 4

GRADE 5

GRADE 6

DIRECTIONS FOR RECORDING HEALTH DATA

The signs which have been selected for a ready reference in the physical evaluation of this pupil are as shown on the chart below.

Explanation:

Range — The normal range of height and weight for a given age and sex is indicated on the Iowa chart in the permanent Health Record and should be written below the actual figure. Example:

Ht.	Wt.
53½	64
52-57	60-81

Alertness — The degree of alertness, eagerness and interest as against degrees of dullness, unresponsiveness, etc.

Energy - vs. fatigue and listlessness.

Appearance — Evidence of health as recognized by a superficial appraisal of eyes, teeth, bone structure, skin, muscle development, and posture.

Limitations — Known physical limitations indicated on the child's Health Record, such as vision or hearing limitations, chronic illness of any nature, or orthopedic handicap. This may be noted by a single word or two.

Alertness, energy and appearance have been divided into four degrees for our purpose of identification and may be recorded on this chart simply by using the appropriate number as:

1 - Outstanding
2 - Above average of his class group
3 - Average
4 - Below average

DATE	GRADE	AGE	HT.	WT.	ALERT 1-2-3-4	ENERGY 1-2-3-4	APPEAR.	LIMITATIONS

Health chart and directions perpared
by Katherine Tasker, Director
School Health Services
6/61

SUMMARY

By June 1962, the San Rafael Program for More Able Learners with Multiple Approaches will have completed one year of actual operation. The original purpose of providing a series of unique educational experiences for a select group of students has been the guiding element. Through the services of a special MAL coordinator, and through the efforts of teachers and administrators, an organized attempt to provide especially for the needs of more able learners has been implemented. The multiple approaches are in force. The broad identification process is still being pursued. The expansive circular curriculum continues to encourage exploration in lieu of overspecialization on the part of MAL's. The over-all goal of helping each child to realize his fullest potential is still uppermost in the Program framework.

The new year will build upon the old year. Pupils and teachers will be encouraged to explore new areas in new ways. Administrators will be encouraged to increase their leadership, and the MAL Coordinator will be challenged to facilitate new activities, and to instigate new ideas as the MAL Program continues to try to meet the needs of Program participants in San Rafael.